

## CHILDREN & YOUNG PEOPLE'S SERVICES

# POLICY ON PROFESSIONAL REVIEW AND DEVELOPMENT & PROFESSIONAL LEARNING FOR TEACHERS

### 1. National Context

*“Professional learning is central to the principles of the teaching profession. If we are to maximise professional learning opportunities to support strategic development in schools, we must give greater importance to PRD processes. We must value and reflect upon the excellent work undertaken by teachers, capitalising on the momentum of high-quality ongoing professional dialogue to ensure future engagement in meaningful professional learning.” (GTCS 2019)*

Professional Learning and Professional Review and Development (PRD) are a core component of the teaching profession and are reflected in current education policy:

- **The Professional Update (PU) scheme** was introduced by General Teaching Council Scotland (GTCS) in 2014 and is a requirement for all registered teachers. PU involves engagement in Professional Learning and PRD as an ongoing process with a 5-yearly sign off to GTCS to maintain registration.
- The **Professional Standards**, 2013 require teachers to self-evaluate their practice.
- **National Improvement Framework 2016**, Teacher Professionalism and School Leadership are two of the six key drivers, following on from the implementation of **Teaching Scotland's Future** (Donaldson, 2011)
- The launch of the revised guidelines on PRD from GTCS '**Unlocking the Potential of Professional Review and Development**', 2019

### 2. Aims of the Policy

The overall aim of this policy is to assist and support teachers in maintaining and improving their professionalism through a programme of reflection, planning and professional learning. The purpose of such a programme is to improve the quality of the learning experience and the outcomes for the young people they teach. It endorses the following aims:

- To improve the consistency and quality of teacher professional learning building on existing strengths using evidence based self-evaluation.
- To identify teacher's development priorities
- To plan how these can be taken forward by professional learning in a variety of ways
- To record the process and the impact
- To confirm engagement in PRD and professional learning as part of the GTC Scotland Professional Update process

### Compliance with Other Policies

- Scottish Borders Council's Strategic Priorities
- Children and Young People's Services Plan
- Education Improvement Plan

- Quality Improvement Framework

### 3. Professional Review and Development (PRD)

PRD's are essential for all staff across a school setting to ensure professional learning opportunities are supported linking with the strategic priorities and developments within the school. This includes supply teachers, visiting specialists, Quality Improvement Officers and Chief Officers, if they wish to remain registered.

#### 3.1. Key features of PRD

To ensure a positive PRD experience for all and to achieve the ten key features of high quality PRD (below) we must strive to make sure:

- There is a positive climate of culture and trust in schools
- Schools have ensured they are prepared and ready to engage in high-quality PRD, and
- There is ongoing professional dialogue between colleagues using a coaching approach

There are ten key features of effective Professional Review and Development, as outlined in the GTCS Guidelines 'Unlocking the Potential of Professional Review and Development', 2019:

The ten key features are:

- self-evaluation across the Professional Standards;
- ongoing engagement in meaningful professional learning and reflection;
- explore leadership opportunities;
- support strategic development;
- career conversations and next steps;
- coaching conversations to support and challenge;
- offer a reflective, safe space to explore successes and challenges;
- celebrations of success and planning for future next steps;
- enhance empowerment and develop teachers as agents of change; and
- nurture teacher professionalism, building professional capital.

[\(Key Features of High Quality PRD Wheel, GTCS, 2019\)](#)

#### 3.2 Link to Improvement Planning

The aim of Professional Review and Development is to improve the professional knowledge, skills and confidence of staff, leading to improvements in school performance. Consequently, the PRD process should be linked to and informed by the school, department and authority improvement plans. The annual process of school improvement planning is set out in the Quality Improvement Framework. The Reviewees and Reviewers must consider improvement plan priorities when professional learning plans are agreed.

#### 3.3 Professional Review and Development Meeting

This should take place once each year and should involve the reviewee and his/her line manager or other identified appropriate reviewer. Your reviewer may offer a mid-point review, throughout the year to give the opportunity for you to have professional dialogue on how your Professional Learning is progressing. The PRD meeting will not normally last more than one hour and time should be set aside in Working Time Agreements, along with planning/preparation time for the meeting. Every teacher regardless of their role, should access their annual entitlement to a formal PRD.

The steps of the PRD process are as follows: (See appendix 1 for flowchart and 1a for timeline)

- Reviewee must ensure on an annual basis that their contact information is correct on MyGTCS.

- Reviewee should agree a date for their PRD with their reviewer.
- Reviewee ensures Professional Learning Record is up to date (see section 5.4) and undertakes self-evaluation using appropriate tools, and reflect on where they see themselves in their career. The self-evaluation process should be continuous throughout the session and not regarded as a single annual event. Self-evaluation against the relevant GTCS Standard(s) should form the basis for the review and for setting Areas for Development. Coaching wheels are recommended as a valuable tool for supporting self-evaluation as they create clarity about the area(s) of the Standard that the reviewee wishes to focus on. Self-Evaluation tools will be made available for all staff.
- Reviewee submits an agenda (see Appendix 5) for the meeting to the reviewer at least one week before the meeting.
- Reviewer and reviewee should review the previous Areas for Development.
- Reviewer and reviewee reflect on: impact of Professional Learning: possible future development needs and career aspirations.
- At the meeting reviewee shares reflections on self-evaluation and Professional Learning with the reviewer and development needs are identified and discussed.
- The reviewer should use a coaching approaches to ensure the reviewee is appropriately supported and challenged in their learning conversation – all reviewers should have undertaken Coaching training.
- The reviewer should recognise good practice and success and share this with the reviewee. The reviewee's valuable contribution to the needs of learners should be celebrated.
- Teachers must be mindful of bias, unconscious or otherwise and be willing to challenge their thinking, and that of colleagues to advance equality and prevent discrimination.
- Professional learning activities should be agreed by the reviewee and reviewer which reflect individual, school and local/national priorities. Consideration should be given to the impact these activities will have.
- After the meeting, the reviewee should complete their Professional Review and Development area on MyPL by completing all mandatory boxes which are marked with an \*. Reviewees also have the option to upload their agenda and any meeting notes. Reviewee should then complete the Areas for Development section which can be shared with the reviewer online.
- If it is the Professional Update Year then the Reviewee should also complete Professional Update area on MyPL and submit for sign off by Reviewer (see section 4.1 for guidance)
- The reviewee should maintain their Professional Learning Record by reflecting on progress and considering the impact of the professional development activities undertaken (see section 5.4).

### **3.4 PRD Disagreement & Appeals**

If there is a disagreement between the reviewee and reviewer the matter should be taken to the appropriate line manager and progressed based on the individual circumstances. (see appendix. 2 Flowchart)

## **4. Professional Update**

### **4.1 Key Purposes**

The key purposes of Professional Update for teachers are:

- To maintain and improve the quality of our teachers as outlined in the relevant Professional Standards and to enhance the impact that they have on pupils' learning.
- To support, maintain and enhance teachers' continued professionalism and the reputation of the teaching profession of Scotland

Every five years teachers will be required to confirm that they have engaged in this process with GTC Scotland. The teacher makes the following confirmation, which is endorsed by the teacher's reviewer:

*'I confirm that I have engaged in ongoing professional learning and reflected against the appropriate GTCS Professional Standards. I have maintained a reflective record of professional learning and evidence of its impact on my thinking and professional actions. I have discussed this with my line manager as part of my Professional Review and Development Process'*

This will take place at the end of that year's PRD Meeting and will involve the teacher and their reviewer completing the Professional Update area on MyPL.

Guidance on completing this process:

- The Submit for Professional Update section will be greyed out until you have a reviewer associated to you and you are in your PU sign-off year.
- To set up a reviewer, click on the 'MyPU' tab and then the 'Request Association' button. You will then be asked for the name and email address of your reviewer. Once you have pressed 'Submit Request', an email will be sent to your reviewer's email account. When they open the email, there will be a link to MyGTCS which confirms the association between yourself and your reviewer.
- Now that you have a reviewer set up, you can share records with them. When you have selected one of your professional learning entries using the checkbox, click 'Share Selected' and you can share your selected entries with your reviewer so that they can look over them.
- When it is your sign off year and you feel you are ready to submit, go to the 'Professional Update' section on MyPL. If you have a reviewer associated to your profile, the 'Submit' button will no longer appear in grey, instead it will be red.
- Once you submit your Professional Update, your reviewer will need to go over it and sign it off through their own MyGTCS account.

PU's for the current session should be signed off by the end of the summer term. The PL Team will be in communication with all teachers who have outstanding PU sign offs and will deal with each case on an individual basis.

#### **4.2 Request for Deferral**

GTC Scotland recognises that there are a number of circumstances which may make a completion of the Professional Update process within the designed timescale difficult, including career breaks, extended illness, maternity/paternity or adoption leave, unemployment, engagement in only occasional and sporadic supply work, recent change in employment circumstances or other exceptional circumstances for which extensions to the 5 year sign-off period may be required. If a teacher is genuinely unable to undertake the Professional Update sign-off process in the designated year, then he/she has the opportunity to request a deferral. Any teacher seeking deferral should discuss this with their line manager at the earliest opportunity. The decision to grant deferral sits with the Line Manager. Deferrals will normally be requested for a period of one year. If a deferral request is successful, the teacher will normally be expected to complete the Professional Update sign-off process during the following academic session.

If the line manager approves deferral, the reviewee must log onto MyPL and click on the 'Request Deferral' button on the Professional Update section on MyPL.

If an individual teacher disagrees with decision regarding deferral they should discuss this with their line manager in the first instance. (see Appendix 3. flowchart)

### **4.3 Professional Update & Fitness to Teach**

Professional Update focuses on professional learning and *continuous improvement* rather than determining whether or not a teacher is, or has remained, competent. In line with the GTCS Framework on Teacher Competence (FTC), competence cases will continue to be handled by the local authority in the first instance, with cases of alleged professional incompetence referred subsequently to GTC Scotland for resolution.

As Professional Update is an ongoing process which includes reflection against the appropriate GTC Scotland Professional Standards and continued engagement in professional learning and the PRD process, a teacher who is undergoing competence procedures should still be engaging in these components of the process. However, if the Professional Update sign-off process is due to be completed whilst the teacher is engaged in competence procedures from stage 2 onwards, GTC Scotland considers that it is not in the teachers' best interests to complete the sign off process. The Professional Learning team would notify GTC Scotland in order to suspend this until the conclusion of competence procedures.

If a registered teacher were to make a deliberate and conscious decision not to meet the requirements of the Professional Update through non-compliance with contractual requirements for professional learning or PRD this would be dealt with as such by the line manager through disciplinary procedures. (see appendix 2. Flowchart)

### **4.4 Disagreement & Appeals**

If there is a disagreement between the reviewee and reviewer the matter should be taken to the appropriate line manager at the earliest opportunity and progressed based on the individual circumstances. (see appendix. 2 Flowchart)

### **4.5 Associate Status**

Teachers may wish to opt for Associate status if they are in a post which no longer requires them to be teaching in the classroom i.e. development post or retired teacher who wishes to remain registered.

Teachers opting for Fully Registered (Associate) status will retain their **professional status as fully registered teachers** although will not be able to teach. They will be exempt from the five yearly sign-off process of Professional Update although they are still expected to maintain/uphold the GTCS Professional Values

## **5. Professional Learning**

Teachers engage in professional learning to stimulate their thinking and professional knowledge and to ensure that their practice is critically informed and current.

When a wide range of high-quality, sustained professional learning experiences are undertaken, teachers are more likely to inspire pupils and provide high-quality teaching and learning experiences, enabling learners to achieve their best.

## 5.1 Planning professional learning

It is important when planning professional learning, that activities provide rich opportunities for teachers to develop and enhance their professional knowledge and practice, in order to progress the quality of learning and teaching and school improvement.

It is important that, when planning, teachers identify what the intended impact of the professional learning will be. Schools may build knowledge and awareness of the varying approaches to professional learning within school communities through engagement with the [National Model for Professional Learning](#).

The key elements of the Professional Learning Planning Cycle are:

- The initial planning of the professional learning.
- The engagement in that piece of professional learning.
- Consideration of the impact of the professional learning.
- Understanding the evidence of impact of the professional learning.
- Sharing the professional learning with others (professional dialogue)

The following is a list of possible professional learning activities. It is not intended to be prescriptive or exhaustive but to give an indication of the range of activities which can result in high quality professional learning

- Experiential, action or enquiry-based learning
- Professional dialogue with colleagues, other professionals, parents, and learners
- Focused professional reading and research
- Leading or engaging in practitioner enquiry/action research
- Critical analysis of reading, learning and impact on professional practice
- Peer support e.g. coaching or mentoring
- Probationer support
- Classroom visits/ peer observations/ shadowing with related professional dialogue
- Online learning/blogs
- Co-operative or team teaching
- Leading or participating in a working party or task group
- Planning learning which is inter-disciplinary or cross-sector
- Participation in activities relating to assessment and moderation
- Secondments, acting posts and placements
- Masters study and qualifications
- Accredited courses or activity related to achieving national professional standards for teachers
- Professional/ Academic conferences
- Self-evaluation and critical reflection processes

## **5.2 Evaluation and Evidence of Impact**

Evaluation of the impact of professional learning is important in order to ensure it has been worthwhile and informs next steps. Evidence of impact can be gathered from a diverse range of sources including direct observation, information and data and people's views. It does not always have to be a written record of something. What is important is that whatever you use as evidence it should be analysed and reflected on.

However, consideration should be given to what is recorded in the individual's Professional Learning Record – see 5.4 Professional Learning Record.

### **Examples of evidence**

- Reflections on professional dialogue with peers, parents, colleagues and learners
- Individual critical reflections on practice, including reflection journals (if appropriate)
- Analysis of pupil work, individual or group focused
- Interrogation of data to support professional learning
- Analysis of surveys taking account of the views of respondents
- Reflection on feedback from lesson observations/ discussions with learners
- Analysis of pupil feedback
- Analysis of teacher feedback
- Analysis of video observations

## **5.3 In-Service (INSET) Programme**

The INSET programme for the coming year must be drawn up after review of school improvement plan and identification of priorities for the coming session within the learning community.

Every school will have 5 inset days per year to accommodate the following:

- Cluster work / Education authority
- Whole School Development Work
- Department and stage development work within school
- Review of school improvement plan and departmental development plans and self evaluation process

## **5.4 Professional Reflective Learning Record**

All teachers should maintain a reflective record of professional learning. The suggested method is to use the on-line Professional Learning Record which may be accessed at MyPL. Teachers should use professional judgement as to which pieces of Professional Learning they choose to reflect on in more detail. Due consideration should be given to the impact of the learning through evidence gathered. Teachers should be trusted by their line managers to be engaged in all compulsory training, and as a result of ongoing professional dialogue throughout the year, be familiar with the professional learning that their colleagues are undertaking.

## **6. Roles and Responsibilities**

We should all ensure we are familiar with our own roles and responsibilities for PRD to make certain that we all have high-quality, meaningful PRD experiences. PRD is not something 'done to

us', and we have a collective responsibility to ensure that we prepare in advance and take the time to reflect on where we are in our professional journeys prior to our formal PRD conversation. Roles and responsibilities have been identified for the following groups:

- [Reviewees](#)
- [Reviewers](#)
- [Senior Leadership Teams](#)
- [Local Authorities and Employers](#)
- [GTCS](#)

## 6.1 Arrangements for Supply Teachers

All GTC Scotland registered teachers who engage in classroom teaching will be required to engage in the Professional Update process, including supply teachers. Supply teachers with a regular school should engage in the PRD process with a member of the senior management team in that school. Those who do not have regular access to a particular school(s) should book a PRD meeting through the Professional Learning & Development Officer, who will match them to an appropriate reviewer.

If supply teachers are unable to identify how to make a contribution to a specific school's improvement plan, they will identify the contribution they can make to the broader priorities of the Service Improvement Plan, as well as self-evaluating against the appropriate GTCS professional standards.

Teachers will be given the option to choose to sign off in the school session during which they retire, in addition to and irrespective of the allocated sign off year. Teachers will retain Fully Registered (General) status for the 5 school sessions which follow. (see appendix 4. flowchart)

Retired teachers who decide **not** to engage in supply work but wish to remain on the register with GTC Scotland may opt for Fully Registered (Associate) status. Opting for Fully Registered (Associate) status will retain their **professional status as fully registered teachers** although they will not be able to teach. They will be exempt from the five yearly sign-off process of Professional Update although they are still expected to maintain/uphold the GTCS Professional Values

## 6.2 Arrangements for Headteachers

Headteachers will have their annual PRD with a member of the QIO team, who will arrange a suitable date and time at the start of the session. There will be the opportunity for ongoing discussions throughout the year and a 6 month review meeting if required.

## 6.3 Arrangements for Central Staff / QIOs

Quality Improvement Officers will have their PRD with the Quality Improvement Manager, who will arrange a suitable date and time at the start of the session. The Quality Improvement Manager will have their PRD with the Chief Officer- Education, who will arrange a suitable date and time at the start of the session. For the Chief Officer – Education and the Director (if GTCS registered) discussions will take place centrally to ensure that the PRD is undertaken on an annual basis and sign off is completed if required. There will be opportunity for professional dialogue throughout the year and a 6 month review meeting if required.

## 7. Professional Learning Operational Group

### 7.1 Professional Learning Operational Group:

- participate, as appropriate, in the PRD validation procedure with GTCS in relation to

#### Professional Update

- provide national guidance to ensure the consistent application of the key features of effective PRD within the context of locally agreed approaches
- ensure compatibility in policies and guidelines across various groups eg Scottish Government; GTCS; Education Scotland, Association of Directors of Education in Scotland, teachers' organisations, universities
- support schools and other organisations by developing, identifying, exemplifying and disseminating good practice
- liaise with LNCT and Professional Learning Team
- consult and liaise with QIO and PL teams re national and local initiatives, and associated funding to ensure that all CLPL funding is coherently and strategically managed.
- Review previous years CLPL activity.
- Quality assure the effectiveness of CLPL provision
- Oversee arrangements for PT & DHT Engagement Days across the authority so that subject/ stage developments are supported
- consult on allocation of CPD budget
- publish a programme of CLPL

#### **7.1.1 Composition**

- Quality Improvement Officer for Professional Learning
- Professional Learning and Development Officer
- 1 Head Teacher or Depute representative per cluster Primary and Secondary
- Representation from the Educational Psychology Team
- Representation from the Inclusion Team
- Representation from the Early Years Team
- Representation from Community Learning & Development
- LNCT Representative

#### **7.1.2 Frequency of Meetings**

- 1 per term
- additional meetings scheduled at key stages in development planning and financial cycle

### **8 Confidentiality**

The discussions and reports associated with PRD will be confidential to those immediately involved in the process, the headteacher and the lead Quality Improvement Officer and / or Chief Officer Schools.

### **9 Funding**

Funding distribution is based on a division of the allocated budget, which provides 20% for centrally organised activity and 80% which is allocated to schools on a Full Time Equivalent (FTE) calculation of the number of teachers.

### **10 Quality Assurance**

Quality assurance processes are in place to monitor the engagement of teachers and educators in the processes of professional learning and PRD. We send an online confidential evaluation form through Glow for all reviewees to complete at the end of the PRD process. This provides us with a report detailing engagement per sector, school or staff group.

We are provided with Professional Update sign off statistics from the GTCS. The Chief Officer and Lead QIO will be notified of sign off figures and any issues arising through tri-monthly reports.

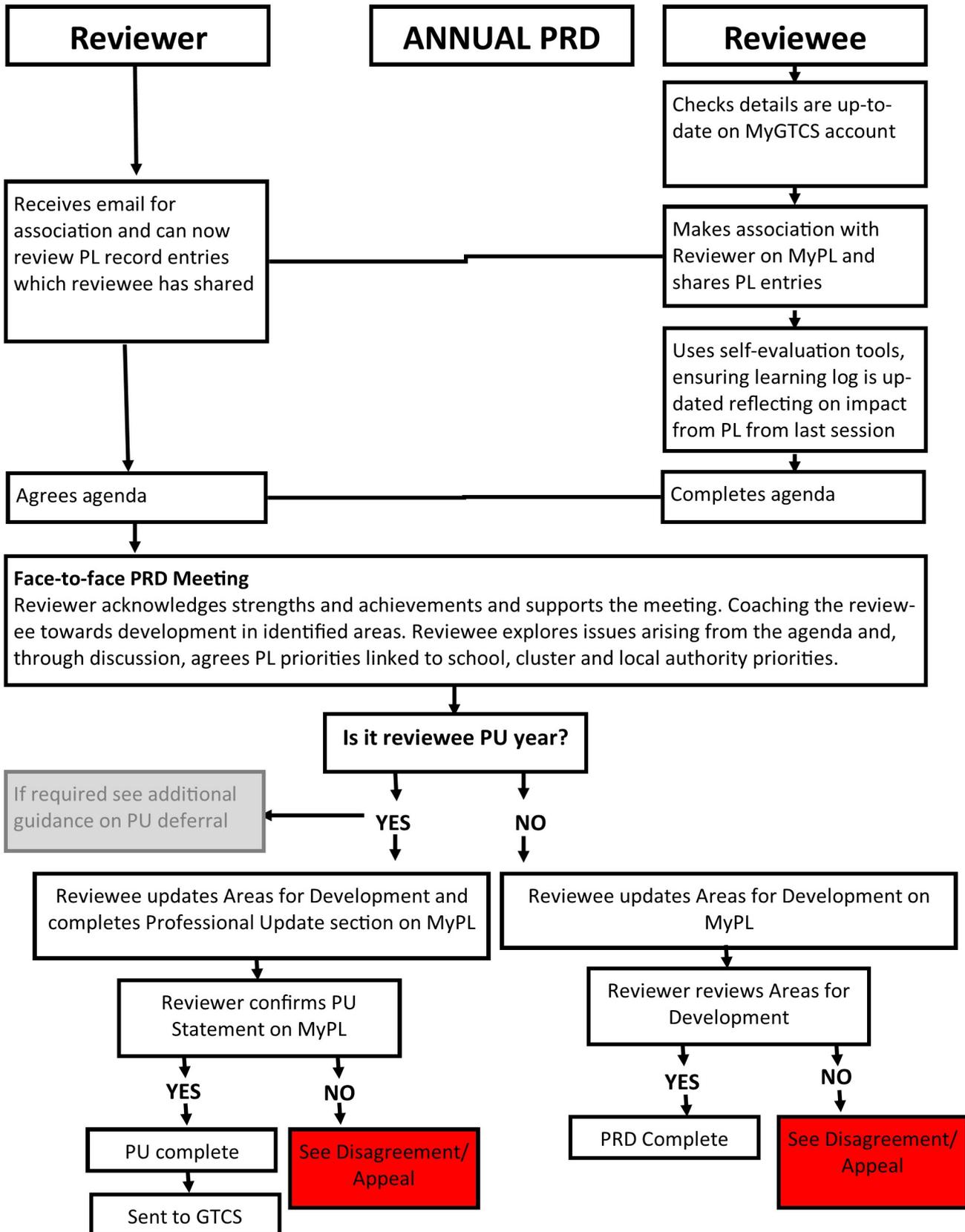
The Professional Learning and Development Officer will facilitate a focus group on an annual basis to engage with a representative sample of teachers to discuss the effectiveness of the PRD process and access to meaningful and relevant career long professional learning opportunities.

All professional learning programmes are evaluated individually and reports are shared with the Professional Learning team and course leaders.

### Quality Assurance Timeline

<b>Focus</b>	<b>Responsibility</b>	<b>Timing</b>
Check GTCS PU list matches Sopra PU List for current session	PL Development Officer/Administrator	Aug - Oct
Follow up on any individuals where details do not match	PL Team	Aug - Oct
PU Sign Offs	PL Team	Ongoing – Monthly checks
Outstanding Sign Offs	PL Team	Monthly from Easter
Deferrals	PL Team	Ongoing – Monthly
Final Sign Offs Completed	PL Team/QIO	Aug – Oct
Overdue Sign Offs Followed Up	PL Team/ QIO	Oct-Jan
PU Completion Statistics	PL Team	Monthly
PRD/PU Feedback Reports	PL Team	Aug-Oct
Focus Groups	PL Team	October

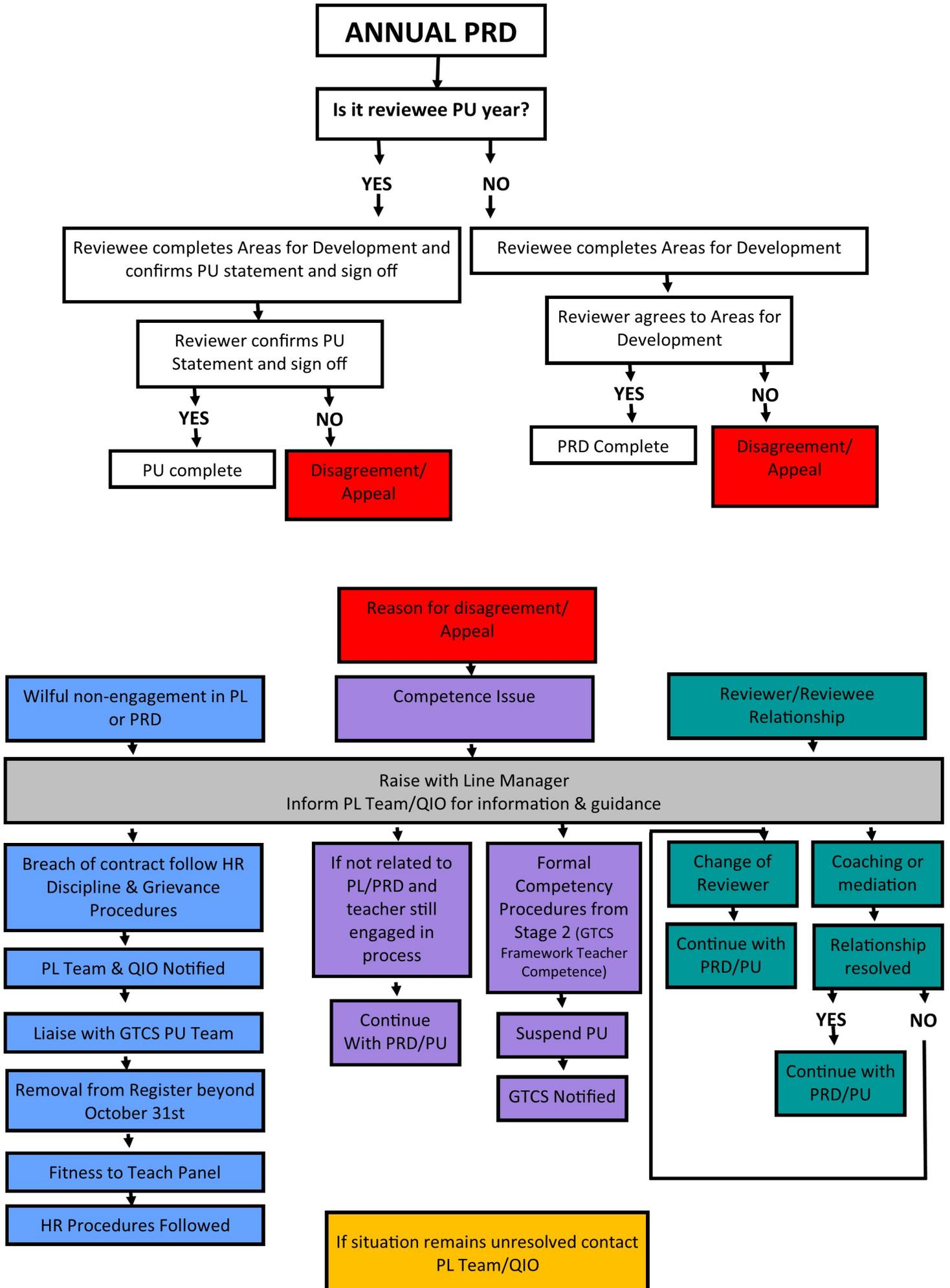
## PRD PROCESS OVERVIEW



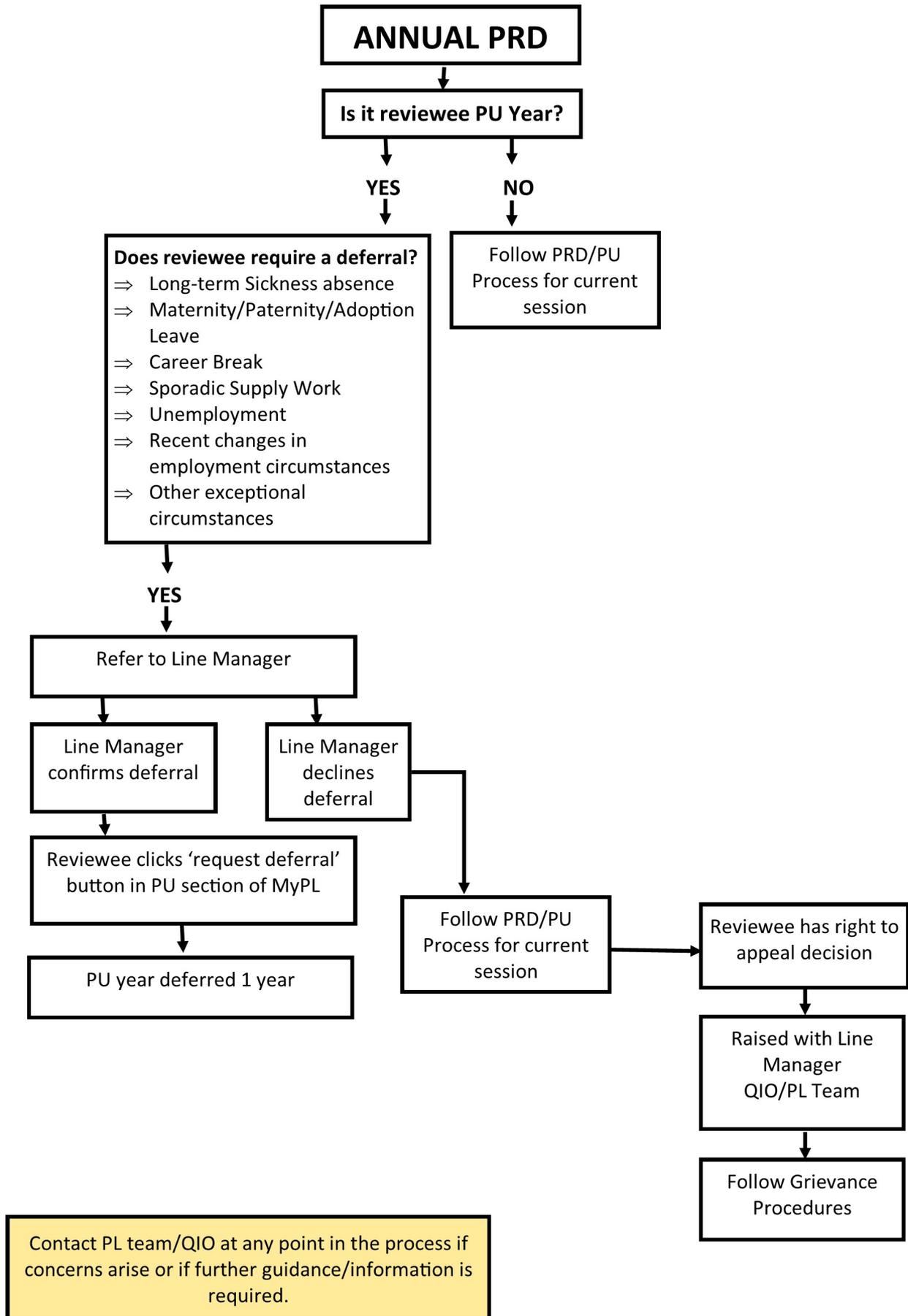
## Suggested PRD Timeline (for May/June PRD)

Current Academic Year	Ongoing	PRD/PU Task/Activity	New Academic Year
August	<b>PL Record &amp; Reflect</b>	Update Details (myGTCS)	Overdue PRD's/PU Sign Offs from previous session
September			 31st October final deadline
October			
November			
December			Local Authority/GTCS follow up any PU's still outstanding
January			Removal from GTCS register
February			6 month review Reviewer set date/time of next PRD
March/April			Confirmation of date/time of PRD
May/June			PRD agenda agreed
End of June			Face to Face PRD Meeting
		Areas for Development updated PU Sign Off Completed	

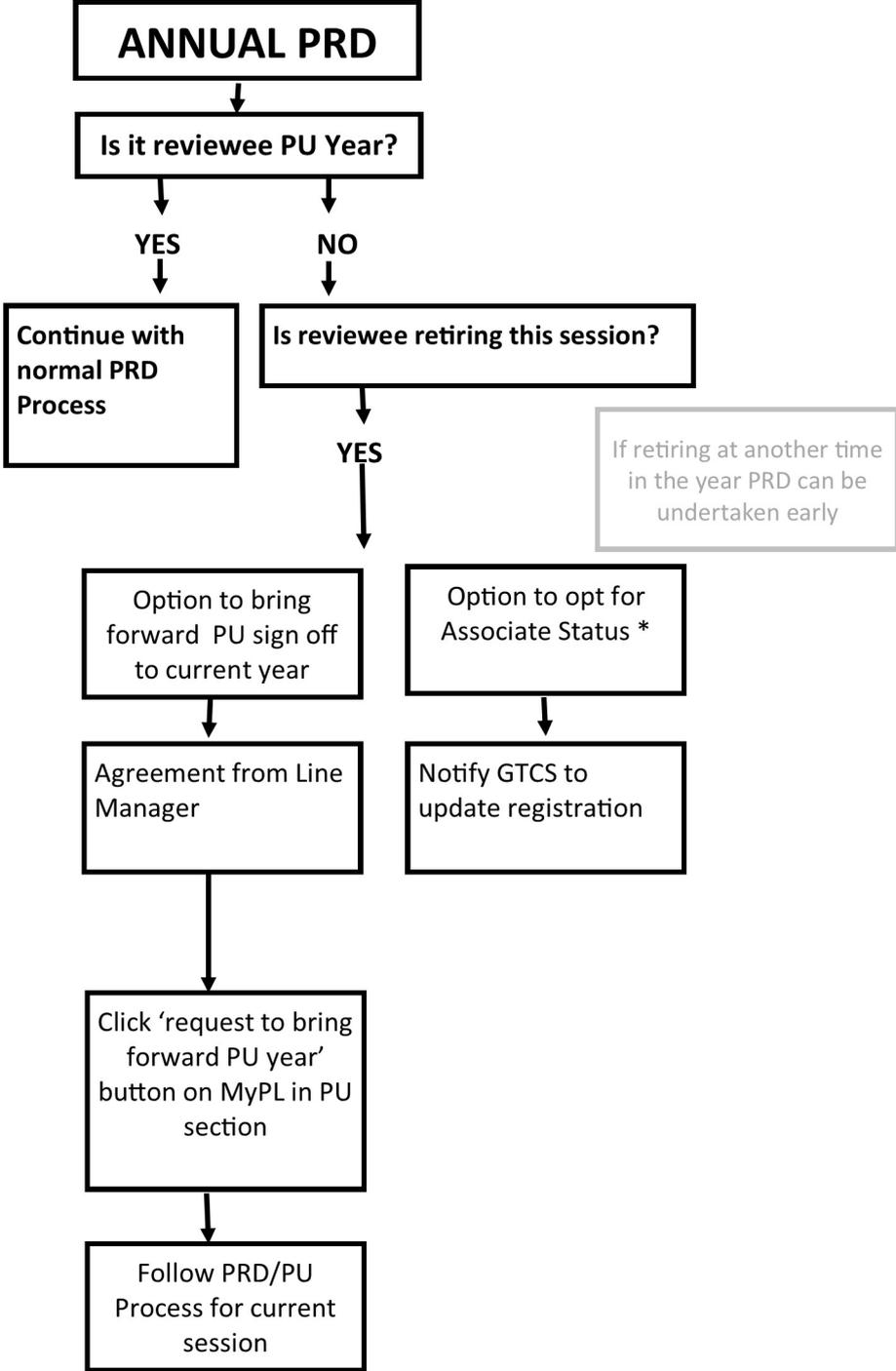
## PRD DISAGREEMENT/APPEAL PROCEDURE



# Procedure for PU Deferral



# Procedure for Bringing Forward PU Year for Retirees



\*Teachers opting for Fully Registered (Associate) status will retain their **professional status as fully registered teachers** although will not be able to teach. They will be exempt from the five yearly sign-off process of Professional Update although they are still expected to maintain/uphold the GTCS Professional Values

## **Agenda for PRD Interview**

Please note that this agenda is **confidential** and will **only be shared with your Reviewer.**

*Please come along to your PRD interview prepared to discuss the following. You must submit brief notes ONLINE on areas you wish to bring to the discussion. You need to also bring and share your self evaluation tool.*

- 1 Were your Professional Learning Priorities from last year met? What evidence do you have that your Professional Learning for this session impacted on your effectiveness? (Please refer to your Professional Learning Log)
  
- 2 From your self evaluation tool, please identify the three key areas that stand out for you (please remember to include areas of strength)
  
- 3 What are your Professional Learning Priorities for the coming session and what Professional Learning activities would assist in meeting these? What help will you need? How would these needs articulate to the School Improvement Plan?
  
- 4 How are you managing your life/work balance?
  
- 5 How do you see your self developing over the next few years?